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ABSTRACT

The document presents a 4-week seventh grade world cultures unit on Africa which is one of a number of products developed by a summer workshop for teachers on African curriculum development. The objective is to help students become aware of the diversity of African cultures and geographic regions. Another objective is to help students understand how culture develops in response to the environment. Additional objectives are to compare African and American social and value systems, to understand changes taking place in Africa, and to suggest hypotheses about the future. The document presents 16 lessons on topics relating to Africa, such as ecology, environment, clothing, markets, society, the impact of change on the family and education, music, and religion. Each lesson states the purpose, time allotment, objectives, materials needed, teaching procedure, optional activities, and sources needed. Activities include discussing, tape playing, filmstrip viewing, hypothesizing, generalizing, classifying, mapwork, comparing, and reading. Appendices list audiovisual materials, optional projects, proverbs from different African countries, student texts, and briefly annotated student and teacher resources. (CK)

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"AFRICAN STUDIES CURRICULUM PROJECT"

An Instructional Unit for Seventh Grade World Cultures

by

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This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Iliinois' Urbana-Champaign campus in the summer of 1977. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an on-going program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

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Title	African Studies Unit - World Cultures 7th Grade
Length	4 weeks, 5 hours per week
General Objectives	1. Preserve/stimulate students' curiosity about Africa and Africans. 2. Prevent/correct erroneous impressions about Africa 3. Become aware of cultural and geographic diversity in Africa. 4. Develop respect for African cultures and recognize that they are legitimate responses to their environment and needs. 5. Compare African and American social and value systems to better understand our own culture. 6. Become aware of and understand the dimensions of change in Africa. 7. Hypothesize the future in Africa.
Reading Resources	see annotated bibliography
A-V Resources	see Audio-visual appendix
Specific Lessons	1. Introduction: Attitudes/Knowledge of Africa 2. Introduction to African Diversity 3. African Ecology (2 lessons) 4. Where Africans Live 5. African Clothing 6. African Markets 7. Some African People in Their Ecological Setting 8. Traditional African Society: The Acholi in Uganda (3 lessons) 9. The Impact of Change: Song of Lawino 10. Change in the Family: The Rebellion of Odilo 11. Traditional Religious Beliefs and Change 12. African Music as an Expression of Values: Mbira Music 13. Work in Africa 14. Tradition and Change: Men of Two Worlds 15. Education and Change: Returning Home 16. Problems in South Africa: Apartheid (2 lessons)
Materials	Students will bring writing materials with them daily. The classroom will have a large map of Africa, chalk and a blackboard.
Projects	Students will be required to complete one of the projects listed in the Projects appendix by the end of the unit.
Proverbs	Each class period will begin by discussing an African proverb which will be written on the board. See Proverb appendix.

Introduction: Attitudes/Knowledge of Africa (1 day)

Purpose: Identify and examine students' perceptions and impressions of Africa and Africans and examine and evaluate the sources of these impressions.

Materials: cassette tape and recorder-player

Objectives:
1. state own impressions in a word-association test
2. examine classmates' impressions through a tabulation of the results
3. state the sources of these impressions
4. evaluate the accuracy of these sources
5. listen to some impressions of Africans of Americans
6. state some reasons for learning about Africa and Africans

Procedure:
Have the students number from 1 to 15 on a sheet of paper. Tell them we are going to play a word-association game about Africa.
2. Write the following words on the board, one at a time, and ask the students to write down the first word that comes to their mind by the number of the word.

1. Africa	6. work	11. clothing
2. animal	7. country	12. transportation
3. land	8. recreation	13. communication
4. people	9. work	14. resources
5. weather	10. house	15. color

3. Collect the papers and tell the students that you will give them the results of the game tomorrow.
4. Discuss where they got their impressions. List these responses on the board.
5. Discuss the validity/reliability of these sources.
6. Discuss where information might be found to test whether their impressions are accurate.
7. Discuss what students think African impressions are of Americans. List these on the board.
8. Play the tape of Africans on America and Americans.
9. Compare African impressions to the list on the board.
10. Discuss implications of misconceptions on relations between peoples of different countries. Why should we know something about Africa and Africans?

Optional Activity: Survey of American attitudes toward Africa and Africans (see Projects Appendix)

Source: African Studies Handbook for Teachers, Part I, pp. 9-11

Introduction to African Diversity (1 day)

Purpose: Know that Africa and Africans are diverse; identify the major themes which will be the focus of this unit.

Materials: word-association test results handout
Scholastic World Cultures Program filmstrip and tape:Africa
filmstrip projector
cassette tape player

Objectives:
1. formulate hypotheses about themes of African Studies after viewing filmstrip of Africa.
2. state comparisons of list of student impressions of Africa and data from the filmstrip.
3. determine and state evidence supporting the hypotheses.
4. participate in a discussion of the generalizations.
5. state what evidence about Africa is needed and where it can be be found.

Procedure:
1. Distribute and discuss the word-association results handout. Focus on yesterday's conclusions.
2. Show the filmstrip rapidly without the sound.
3. Develop hypotheses about themes of African Studies.
4. Show filmstrip with sound, stopping at appropriate places for discussion and note-taking. Students should write the major themes presented in their notes.
5. Examine the hypotheses developed and revise wherever appropriate.
6. Compare the hypotheses with the word-association results.
7. Have students state several generalizations about diversity, identifying themes and supporting these with evidence from the filmstrip.
8. Discuss the validity of the generalizations and the need for additional evidence.
9. Discuss what additional data is needed and where it can be found.

Source: Scholastic World Cultures Program, Tropical and Southern Africa, Teaching Guide

African Ecology (2 days)

Purpose: Learn that Africa is a large, diverse continent; understand the relationships of various environmental factors and human activity.

Materials:
Outline of African continent handouts
Atlas of Africa and the United States
Slide set on African Ecology
Slide projector
Colored pencils (for students)

Objectives:
1. Rank Africa in relation to the other continents.
2. State the latitude belts of Africa and compare to the US.
3. Develop hypotheses about the effects of latitude on people.
4. State patterns of population distribution/density and compare to the US
5. State the patterns of climate and vegetation of Africa
6. State the relationship of climate to vegetation.
7. Develop hypotheses about the relationship of climate to human activity.
8. State the topographic characteristics and their distribution of Africa.
9. Develop hypotheses about the relationships of topography and water resources on human activity.
10. State patterns of urbanization in Africa.
11. Develop hypotheses about economic activities of different peoples of Africa
12. Evaluate present impressions of Africa in light of new data gained by map exercise, based on the word-association results.

Procedure:
1. Distribute world map outline and an atlas to each student.
2. Write in the names of all the continents, oceans, the US and your home state. Label the parallels. Color Africa and your home state.
3. Draw lines from your home state to the nearest and farthest parts of Africa, measure these distances and write them on the lines in both kilometers and miles.
4. Answer the questions on the bottom of the map.
5. Distribute second set of Africa outline maps (three maps to the page).
6. Using your colored pencils and following the color scheme in the atlas, complete the three maps by drawing in population distribution, climate zones, and topography and waters.
7. Add the following information to your maps: names of country (pop. (dist. map), land use (climate map) and mineral resources and cities (topographic map).
8. Answer the questions at the bottom of each map.
9. Show slides on African Ecology and discuss each with reference to the appropriate map made by the students
10. Discuss word-association results as it relates to what we found out from our map study

Where Africans Live (1 day)

Purpose: Learn that types and styles of dwellings are based on climate, available materials, levels of technology and social patterns.

Materials: Slides of African housing, slide projector

Objectives:
1. Participate in a discussion on functions of housing and shelter.
2. State how specific examples of African housing meet these functions of shelter.
3. Participate in a discussion of comparison of African and American housing.

Procedure:
1. Discuss reasons for building houses.
2. Discuss factors that determine types and styles of houses. List these on the board.
3. Show the slides and relate each structure to the list on the board.
4. Discuss comparison of housing in Africa to that in America. Stress indoor and outdoor functions and activities.
5. Write a paper on how examples of both types of housing fulfill the various functions of houses.

Optional Activity: Make a model or draw a diagram of an African housing compound. (See Projects appendix)

African Clothing (1 day)

Purpose: Develop respect for African lifestyles as a response of African peoples to their environment and society.

Materials: Slides of African dress, slide projector

Objectives:
1. Participate in a discussion on types and functions of clothing in American society.
2. Develop hypotheses about African clothing styles.
3. Participate in a discussion comparing traditional African clothing with American clothing.
4. Identify evidence from the pictures and narration to evaluate hypotheses.

Procedure:
1. Discuss the types of clothing worn by Americans.
2. Ask students why they dress the way they do. Do they always dress the same for all occasions?
3. Ask the students to describe "typical" African clothing styles. Each student will write this as a hypothesis.
4. Show the slides.
5. Compare and contrast traditional African clothing with our own. Discuss materials, colors, style and function. Discuss the relationship of style and function by asking what kind of clothes people wear to church, school and play.
6. Refer to the hypotheses developed earlier and evaluate these according to the data in the pictures.
7. Discuss the validity of generalizations based on the hypotheses and evidence from the slides. Are there any clothing styles not pictured?

Optional Activity: Make an article of African clothing or dress a doll in African clothing. (See Projects appendix)

African Markets (1 day)

Purpose: Learn that there are many different types of African markets and that they have other functions than the exchange of goods.

Materials: Slides of African markets and taped narration, cassette player, handout "Trade and Markets in Africa," slide projector

Objectives:
1. State the activities portrayed in pictures of African markets.
2. Develop hypotheses about why markets exist.
3. Develop hypotheses about non-economic functions of markets.
4. Determine evidence in support of the hypotheses by reading a description of African markets.
5. Participate in a discussion comparing African and American markets.
6. Write some generalizations, supported by evidence, on the functions of African markets.

Procedure:
1. Discuss what a market is and why they exist. What other ways can people get the goods they need?
2. Introduce the slides. Have the students take notes on the following (place on the board): (a) types of markets, (b) ways of getting goods to the market, (c) goods sold.
3. Discuss the pictures and the items in (2) above.
4. Ask students make some hypotheses about the functions of markets other than the exchange of goods. List these on the board.
5. Distribute the handout and have the students find evidence to support their hypotheses and add additional functions.
6. Discuss this.
7. Write a paragraph, completing the statement, "An AFrican Market is...."
8. Discuss differences and similarities of how Americans get their goods and services.

Some African Peoples in Their Ecological SEtting(1 day)

Purpose: Identify with roles of African family members; become more aware of environmental and social diversity of African life.

Materials: Student text Africa, World Studies Inquiry Series

Objectives:
1. Take notes from assigned reading.
2. Develop hypotheses about the location of the people in the reading based on environmental clues.
3. Evaluate these hypotheses based on additional data.
4. Participate in a values clarification discussion comparing the life of African children with the students' own life.
5. Determine and state similiarities and differences between African children's life and their own.

Procedure:
1. Assign pp. 15-18 in the text to read. Take notes on the following: (a)environmental setting (b) occupations (c) roles of children (d) sequence of activities (e)location of region of Africa. Place these on the board.
2. Discuss their notes and impressions.
3. Read page 19, consult maps constructed in a previous lesson and revise notes where necessary.
4. Discuss the following: What do you have in common with these boys? What do you see from the front door of your home? How does it affect the way you live? What do the four boys have in common? How do they differ?
5. Make some generalizations about the relationship between environment and human activities.

Source: World Studies Inquiry Series Africa, Stephen Marvin, pp. 15-19

Traditional African Society: The Acholi in Uganda (3 days)

Purpose: Gain an understanding of some traditional African social patterns, especially the socialization of children and how change affects these; how they compare to American patterns and values.

Materials: handout "Growing Up in Acholi", lecture notes, slide and tape of Children in East and West Africa, projector and tape player

Objectives:
1. Take notes based on assigned reading.
2. Participate in a discussion based on the notes and reading.
3. Participate in a discussion of comparison with American society.
4. Determine and state answers to questions based on the reading.
5. Complete an inquiry activity based on the reading and pictures.
6. State generalizations about the extent and effect of change in Acholi society.
7. Participate in a values clarification discussion on the desirability of change.

Procedure:
1. Introduce Part I by a brief lecture on ethnic groups in Africa, the Acholi and Anna Apoko, the author.
2. Distribute Part I for reading.
3. Have the students take notes on the following question(put on board): What groups exist within the Acholi people? How do the Acholi pass on their traditions to their children? Who are the teachers in Acholi society? What are the important values of the Acholi? What is the ideal Acholi man like? the ideal woman?
4. Discuss these questions by calling on students to read their responses. Encourage them to add to their notes based on each other's responses.
5. Discuss comparison with American counterpart institutions.
6. Introduce Part II. Stress socialization. Have the students put the definition in their notes.
7. Distribute Part II for reading.
8. Answer the following questions: What methods do Acholi parents use to teach their children values and behavior? How are teenage girls in Acholi treated in comparison with boys? What does this treatment tell you about the ideal types in Acholi society? What values are stressed in this reading? Why are the roles important in this society? How do you think formal education affects traditional Acholi life? How do Acholi parents compare with American parents?
9. Introduce Part III
10. Show slide/tape presentation of Children in East and West Africa. Stress that the scenes do not take place in Acholi-land but that there are many similarities in all traditional African societies.
11. Inquiry Activity:
    A. Based on the lecture and slides, formulate hypotheses on the following questions: What changes are taking place in Acholi? What is causing these changes? Which members of the Acholi favor these changes? which do not? Why not?

B. If these hypotheses are true, what evidence will you find to support them?
C. Distribute Part III for reading. Write down the data from the reading that applies to your hypotheses.
D. Discuss Part III.
E. Based on your notes, write generalizations about change in Acholi life, supporting your generalizations with evidence from the reading.

12. Discuss which changes students consider good and bad and why.
13. Discuss how these changes compare with changes taking place in American society today.

Optional Activity: Write a paper on Growing Up in America. (see Projects appendix)

Source: Through African Eyes - Cultures in Change Vol I: Coming of Age in Africa - Continuity and Change, Leon E. Clark, ed. pp. 9-13, 21-29, 30-37.

The Impact of Change: Song of Lawino

Purpose: Understand the impact and dimensions of change on traditional African society.

Materials: handout of excerpt from "Song of Lawino"

Objectives: Determine and write answers to questions based on the reading selection.
2. Participate in a discussion of the poem, supporting answers to questions with specific evidence from the reading.
3. Evaluate previous hypotheses and generalizations about change in Acholi society based on the new data from this reading.

Procedure:
1. Identify the author as an Acholi and read the following stanza aloud:
   White men's stoves
   Are for cooking
   White men's foods.
   They are not suitable
   For cooking
   Acholi foods
   And I am afraid of them
2. Identify Lawino and Ocol.
3. Have the students answer the following questions (on board): What complaints does Ocol have about his wife? What complaints does Lawino have about Ocol? What do Lawino's words and images indicate about her way of life?
4. Distribute the handout for reading and questions.
5. Discuss answers to the questions, having students cite specific passages to support their answers.
6. What does Lawino mean by the last line of the stanza read as an intorduction"...And I am afraid of them"?
7. Discuss whether the Song of Lawino supports the hypotheses and generalizations from the previous lessons and why/why not.

Source: Through African Eyes - Cultures in Change Vol. I: Coming of Age in Africa - Continuity and Change, Leon E. Clark, ed. pp. 39-71.

Change in the Family: The Rebellion of Odilo (1 day)

Purpose: Learn about and identify with the roles and relationships of African family members.

Materials: handout "The Rebellion of Odilo"

Objectives:
1. Participate in a discussion of the concept of responsibility.
2. Determine and write answers to questions based on the reading.
3. Participate in a discussion of how the reading relates to the concept of responsibility.
4. Participate in values clarification discussion of work.
5. Complete a writing assignment based on the discussion of the story.

Procedure:
1. Discuss what is meant by responsibility. What are some of your responsibilities?
2. Introduce the reading by telling them they are going to read a story about a boy in Malawi who does not meet his responsibilities.
3. Read pages 1 and 2 and write down how Odilo fails to meet his responsibilities.
4. Discuss the following questions: How and why does he fail to meet his responsibilities? What are his feelings? Do you think he had too much work to do? What kinds of work do you like? dislike? How are your responsibilities like and unlike Odilo's?
5. Hypothesize what will happen next in the story.
6. Finish the story and discuss it.
7. List things that are important to the students on the board.
8. List the things they think are important to Odilo.
9. Choose three items from the students' list and write how they think their lives would be affected if deprived of these. Do the same about Odilo from his list.
10. How would you have handled the situation if you had been Odilo's parents?
11. Discuss "rebellion". Have you ever rebelled? What are some good and bad things about rebellion?

Optional Activity: Re-write or act out a different ending to the story. (See Projects appendix)

Source: African Studies Handbook For Teachers - Part I, U. of Massachusetts/Worcester Teacher Corps, pp. 54-65.

Traditional Religious Beliefs and Change (1 day)

Purpose: Learn about some traditional African religious beliefs, their origins and functions; the the effect they have on Western education.

Material: handout by Momodu Kargbo

Objectives:
1. Determine and write answers to questions based on the reading.
2. Participate in a discussion about beliefs and functions of Koranko religion.
3. Participate in a discussion of taboos in Koranko and American societies.
4. Complete a writting assignment about the relationship of western education and traditional religious beliefs.
5. Participate in a values clarification discussion about school problems.

Procedure:
1. Tell the students we are going to examine some of a particular peoples' religious beliefs and see how these affect efforts to educate African children in the Western mode.
2. Distribute the handout and have the students consider and clarify the following questions (place on the board): What is the function of religion for the Koranko? What are some of the traditional religious beliefs of the Koranko? What do you think is the purpose of these beliefs?
3. Discuss these questions. Be sure each particular belief is discussed.
4. Discuss and hypothesize the origins of taboos. Discuss similar taboos in our societies.
5. Writing assignment: How do you think these beleifs will affect a child who goes to a western school? Consider the setting, teachers, subjects.
6. Read the Conclusion aloud:

   " In the "ordinance" (western) school, the conflict that normally exists is the one that is connected with the problems that the pupil will solve in dealing with situations in the classroom. He often becomes psychologically depressed. This may lead him to hate himself, his school, his teacher and the subjects that are taught. The teacher realizes this very well but instead of encouraging him to be conscientious in his studies, he punishes him (mainly by the use of the cane). With little understanding of the child's problems, the teacher, along with other teachers, continues to discourage the young child. Eventually he continues sluggish with no interest, becomes truant and drops out of school permanently."

7. Discuss reasons why the student might become depressed and hate school, teachers and self. Have you ever felt this way? How did the teacher handle it?

African Music as an Expression of Values: Mbira Music (1 day)

Purpose: Develop a knowledge and appreciation of music of a particular African group (Shona of Rhodesia) and see how this is a source of attitudes toward white people.

Materials: tape of Mbira music, lyrics of the song "Chemutengure", handouts on the meaning of the song, construction and use of the Mbira, a picture of the Mbira, tape player

Objectives:
1. Participate in a discussion of the music.
2. Participate in a discussion of the meaning of the lyrics.
3. Determine from reading the handouts what the meaning of the song is.
4. Complete a writing assignment on the song as a source of values of the Shona people.

Procedure:
1. Identify the Shona and play the tape of "Chemutengure"
2. Discuss the following: type of instrument, what the song is about and the purposes/functions of music in general/
3. Discuss sources to test the answers to the previous questions.
4. Show a picture of the Mbira, distribute the lyrics and play the recording again.
5. Discuss the meaning of the lyrics (type of society, attitudes)
6. Distribute the handout on the meaning of "Chemutengure" and test previous conclusions.
7. Write some generalizations about "Chemutengure" as a source of Shona values and attitudes. Support these with reasons.

Optional Activity: Make an Mbira, demonstrate its use and write a short paper on the Shona. (See Projects appendix)

Source: Record Mbira Music of Rhodesia by Abraham Maraire and jacket notes.

Work in Africa (1 day)

Purpose: Learn that Africans work at a wide variety of occupations.

Materials: slides of Africans at work, projector, student text Tropical and Southern Africa, Scholastic World Cultures Program

Objectives:
1. Develop hypotheses about the types of occupations Africans work at.
2. Evaluate hypotheses based on pictures and the assigned reading.
3. Participate in a discussion of comparison of work in Africa and the United States.

Procedure:
1. Make a list of occupations of parents of students on the board. Add other major occupations.
2. Hypothesize which types of occupations are found in Africa. Place a star by each which students think are also found in Africa.
3. Show the slides and check off each type illustrated which appears on the list on the board.
4. Discuss which types of occupations are followed by large numbers of people. This can serve as a working hypothesis.
5. Assign Chapter 8 and pp. 145-9 of the text for reading.
6. Using the reading as further evidence, evaluate the hypotheses developed previously.
7. Write a short paper on how work in Africa compares to work in America, pointing out any similarities and differences.

Sources: Scholastic World Cultures Program Tropical and Southern Africa, Allen R. Boyd and John Nickerson, pp. 95-101, 145-9.

The reading deals with the different ways Africans make their living and how this is related to their environment and social setting.

Tradition and Change: Men of Two Worlds (1 day)

Purpose: Un derstand the problem facing many Africans today of changing from a traditional way of life to a different way brought on by urbanization, education and changes in the way people work.

Materials: handout "Men of Two Worlds", poem "Mothers Song", lecture notes.

Objectives:
1. Determine and write answers to questions based on the reading.
2. Participate in a discussion on the dilemma of change versus traditon.
3. Participate in a discussion comparing problems facing Africans and Americans.

Procedure:
1. Present a short lecture on the problems involved in leaving a traditional society and setting for an industrialized urban setting.
2. Write questions for thought and notes on the board: (a) In what ways are these Africans "men of Two worlds"? (b) What will eventually bring these "two worlds" together? (c) How is the government of Kenya trying to eliminate tribal loyalties?
3. Distribute the handout and discuss the questions and any other points raised by the students.
4. Do Americans face similar problems?

Source: Through African Eyes - Cultures in Change Vol. II, pp. 35-9.

Education and Change:Returning Home (1 day)

Purpose: Understand the impact of Western education has on traditional African values and attitudes.

Materials: handout "REturning Home", poem "Mother's Song"

Objectives:
1. Determine and write answers to questions based on the reading.
2. Participate in a discussion of the problem of returning to a traditional setting.
3. Participate in a values clarification discussion of feelings about the problem posed by the poem.
4. Complete a writing assignment based on the lesson.

Procedure:
1. Introduce the reading, identifying the topic and the source.
2. Distribute the handout for reading, calling attention to the study questions.
3. Discuss the study questions.
4. What do you think of the discussion in the reading about the relative intelligence of whites and "colored" people?
5. Read the poem "Mothers Song" to the students and discuss any feelings they might have.
6. Writing assignment:
   Based on the readings of the past two days, identify the problems associated with moving from a traditional rural village to the city. How do you think this will be resolved? What do you think African society will be like in the future? Consider the impact on family relationships, work and pattenrs of living.

Source: Through African Eyes - Cultures in Change Vol. II, pp. 43-49.

Problems in South Africa: Apartheid (2 days)

Purpose: Become aware of the problems arising out of minority rule in South Africa and examine the students' feelings about apartheid.

Materials: handouts on statistical data of South Africa, both pro-white and pro-African, handout of selected apartheid laws, student text Tropical and Southern Africa

Objectives:
1. After examining data from various viewpoints, determine what the situation is like in South Africa.
2. Participate in a discussion of students' feelings about apartheid.
3. Determine and discuss the effects of apartheid on the people of South Africa.
4. Participate in a discussion of US involvement in South Africa.
5. Complete a writing assignment by writing a position paper on apartheid.

Procedure:
1. Distribute a handout on South African government statistics.
2. Discuss what you think South Africa is like based on these data. Would you like to live there?
3. Distribute comparative data about the status of non-whites.
4. Discuss the meaning of the data and your previous description.
5. Distribute the handout on apartheid laws and continue the discussion.
6. How do you feel about these laws?
7. Distribute South African government defense of apartheid. Discuss .
8. Assign Chaper 13 of the text for reading. Discuss how the reading reflects the effect of apartheid in human terms.
9. Inform and discuss about US economic involvement in S. Africa.
10. Write a position paper on apartheid, identifying the problem, taking a stand and defending it.

Source: Student text Tropical and Southern AFrica, Chapter 13

This chapter is the story of what happens to a black South African miner who runs afoul of the apattheid laws, his reaction to working in a mine and his attitudes toward the treatment of blacks by the white minority. Makes a strong case against apartheid.

Audio-Visual Appendix

Filmstrips

Scholasitic World Cultures Program AFRICA

Tape Recordings

Impressions of America by Africans
Mbira music - "Chemutengure"
Narration for filmstrip
Narration for slide presentation African Markets
Narration fur slide presentation Children in East and West Africa

35 mm. 2"X2" slides*

African Ecology
African Housing
West African Dress
African Markets
Children in East and West Africa
Work in Africa

*Selected from slides in the collection of the African Studies Program.

Projects Appendix

1. Mbira. Make an mbira and demonstrate its use by playing a song. Include a report of the role of mbira in Shona society.

2.* Survey of Attidtudes toward Africa. Design, administer and tabulate the results of a survey of adults in the community to determine their knowledge/attitudes toward Africa. Write a report summarizing the survey and present this to the class.

3. Rebellion of Odilo. Re-write the ending of the story and present this to the class. Or you may act out a new ending before the class. Tell why your ending was written in the way it was.

4. Make a model of a traditional African housing compound. Write a report of the ethnic group whose housing is being modeled and the social patterns associated with their housing.

5. Make an article of African clothing or dress a doll in African clothing. Identify the culture of the clothing item and tell something about it.

6. Based on the story "Growing Up In Acholi", write a similar story called "Growing Up In America". Include all the concepts mentioned in the original story.

7.* Prepare and serve some African food dishes. Tell about the source of the food and something about the people. Explain the ingredients and how the dish is prepared. Be sure to indicate which ingredients were substituted for ingredients available only in Africa.

8.* Present a dramatization of the Naming Ceremony of the Koranko of Sierra Leone.**Discuss the significance of the ceremony and how it reveals social relationships and values of the Koranko people.

9. Make and demonstrate an African childrens game (e.g., Owari). Explain the origins, uses and purposes of the game.

10. Read and review a book written by an African author.

11.* Act out an African folktale. Explain the source and ethnic identity of the tale and what it means.

12. Make some Adinkra cloth, demonstrating the tools and methods. Explain the source and significance of Adinkra.

13. Do some African tie-dying. Demonstrate and explain the process to the class.

14. Write a report on pre-colonial African history. Make visual aids (maps, charts, etc.) to accompany and explain your report.

15. Write a report in African independence from colonial rule. Include a map and timeline to help explain your report.

* These projects may done as group projects.

** Handout available from the African Studies Program.

Proverbs Appendix

1. Proverbs are the daughters of experience. - Sierra Leone
2. Only when you have crossed the river, can you say the crocodile has a lump on his snout. - Ashanti
3. When a man is wealthy, he may wear an old cloth. - Ashanti
4. Do not call the forest that shelters you a jungle. - Ashanti
5. He who asks questions, cannot avoid the answers. - Cameroon
6. What is said over the dead lion's body could not be said to him alive - Congo
7. Being well-dressed does not prevent one from being poor. - Congo
8. He who is unable to dance says that the yard is stony. - Kenya
9. It is only the water that is spilt; the calabash is not broken. - Mauretania
10. Seeing is better than hearing. - Nigeria
11. If you fill your mouth with a razor, you will spit blood. - Nigeria
12. Three kinds of people die poor: those who divorce, those who incur debts, and those who move around too much. - Senegal
13. Love is like a cough. - Tanzania
14. When two elephants fight, the grass suffers. - Tanzania
15. The curse/prayer of the chicken does not reach the hawk. - Tanzania
16. The traveler is the one who is at the shore. - Tanzania
17. A roaring lion kills no game. - Uganda
18. The horse who arrives early gets good drinking water. - Zulu

Student Texts

1. World Studies Inquiry Series Africa, Stephen Marvin
   Field Educational Publications, Inc., Palo Alto: 1969.

   Designed to meet the nees of middle and secondary students who have reading difficulties or who are "turned-off" by traditional textbooks. The book is multi-disciplinary and includes most of the social sciences as well as the humanities. While the book has a 5th grade readability level, it also has a high-interest level. The readings draw their interest from human situations written in biographical or autobiographical style and include background information to place the story in social and political perspectives.

2. Tropical and Southern Africa, Allen R. Boyd and John Nickerson
   Scholastic World Cultures Program, Scholastic Book Services, New York; 1973.

   Composed of three different types of readings: (1) vignettes based on personal reflections and feelings, (2) informational chapters and (3) historical readings. The latter are at a more difficult reading level. Has a useful teaching guide with teaching and activity suggestions. Mostly free of factual errors and cultunal bias. Accompanied by a sound filmstrip intorducing themes examined in the text.

Bibliography

1. The Acholi of Uganda, F. K. Girling
Colonial Office, Her Majesty's Stationery Office, London: 1960.

A thorough anthropological study of the Acholi - all you ever wanted to know, whether you are afraid to ask or not

*2. African Studies Handbook for Teachers, Part I,
University of Massachusetts/Worcester Teacher Corps, Aug. 1971.

A handbook of learning activities suitable for elementary and middle school students. Contains specific lesson plans. Primary emphasis is on a cultural study of Africa and Africans. Includes an extensive bibiography. Projects suitable for students are included.

*3. African Proverbs, Charlotte and Wolf Leslau
Peter Pan Press, Mt. Vernon, N.Y.: 1962.

Proverbs of many different countries and cultures of Africa. These are just presented, with no explanation of their meaning.

*4. Ants Will Not Eat Your Fingers, Leonard W. Doob
Walker and Company, New York: 1966.

A selection of traditional African poems, identified by ethnic group. Reference section indicates from which source the poem comes.

5. Area Handbook for Uganda - 1969, DA Pamphlet No. 550-74
UNited States Government Printing Office, Washington, D.C.

Source of specific information covering all aspects of Uganda, including social, political, economic and national security. Heavy emphasis on facts and statistics.

6. "Conflict Between Traditional Beliefs and the Teaching of the Basic Sciences - The Case of Sierra Leone," Momodu Kargbo
Unpublished monograph, University of Illinois.

Outlines some specific religious beliefs of the Koranko of Sierra Leone and some taboos that affect the teaching of science in the schools.

*7. Roots, Alex Haley
Doubleday, New York, 1976.

The first part is a good source for a description, from the human viewpoint, of growing up in traditional rural Africa, and for insights into African social customs. Helps dispel the "primitive" myth.

8. Teaching Africa Today, N. J. Murphy and Harry Stein
Citation Press, New York: 1973.

A valuable handbook for teachers and curriculum planners. Covers all aspects of teaching about Africa, especially in the social studies. Has a good chapter on planning an African Studies course. Provides background information, teaching suggestions, text and reference suggestions.

9. Teaching Non-Western Studies: A Handbook of Methods and Materials
University of Massachusetts School of Education (no date)

Primarily a source of methods of teaching Non-Western Studies. Also has a section on organizing and implementing a Non-Western Studies program. Includes a section evaluating various curriculum projects and textbooks relating to this subject.

*10. Through African Eyes - Culture in Change, Vol. I Coming of Age in Africa:Continuity and Change, Leon E. Clark, ed.
Praeger Publishers, New York: 1971.

Selections written by Africans from a variety of sources. Volume I deals with the nature of traditional life and changes taking place. Introductions by the editor place the readings into context and provide questions for thought and discusaion.

*11. Through African Eyes - Culture in Change, Vol. II From Tribe to Town: Problems of Adjustment, Leon E. Clark, ed.
Praeger Publishers, New York: 1971.

Like Volume I, the readings are by African authors. It deals with the "winds of change" now sweeping across the African continent. The format is the same as Volume I.

12. "Trade and Markets in Africa," John Ndulue
Unpublished monograph, University of Illinois African Studies Program

Explains the many types and functions of African markets. Points out the many non-economic functions of African markets.

*13. West Africa: An American Heritage, Center for International Education
University of Massachusetts School of Education (no date)

A handbook designed primarily for elementary grades, but it is adaptable to all grade levels. Emphasis is on using the humanities as a vehicle for studying West African society. Includes specific lesson plans which emphasize a "hands-on" approach. A resource section is provided for teaching materials.

* These references may also be used by students.